

Shepherd University Educator Preparation Program Student Handbook



General Requirements and Policies for All Education Programs

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Dear Candidate:

We are pleased you have decided to pursue a career in the field of education! Teaching has changed dramatically over the past 10 years, and the Educator Preparation Program at Shepherd University continues to evolve to stay on the cutting edge of preparing teachers for their changing role within the field. Our continuing emphasis on Teacher as Reflective Problem Solver is one of the most contemporary themes to be found in the field today. With this emphasis comes a unique blend in theories of child and human development and how children learn coupled with practical applications of such theories in today's P-12 classrooms. In addition, we encourage our teacher candidates to become learners who move from becoming memorizers of information to demonstrators of competence through decision-making and application of the knowledge they have constructed. Our focus on reflection and problem solving may be new to many of our candidates; engaging in this new focus will take a serious commitment on your part to fully participate in the necessary dialogue, introspection, and construction of knowledge such a new focus entails.

To assist you as you progress through the Educator Preparation Program [EPP], we have prepared this handbook to provide you an understanding of the overall Policies and Procedures of the EPP at Shepherd. We encourage you to read this handbook thoroughly and refer to it often throughout your journey at SU. It is your responsibility to know the policies and procedures, deadlines, and requirements presented herein and throughout your individual program of study. If you should have any questions, your faculty advisor and/or the Director of the School of Education will be available to speak with you at any time.

The policies and procedures contained in this handbook at the time of your admission to the Educator Preparation Program will be in effect for you immediately upon your admission; however, policies and procedures may be updated as various regulations change and situations arise that require and mandate immediately applicable and enforceable revisions. Keep this handbook accessible for reference throughout your tenure at Shepherd University and ensure that you stay current with any such revisions, which will be provided online via the [Shepherd / School of Education](#) website and/or announced via the [School of Education Student Brightspace communications portal](#) for your convenience.

Sincerely,

The Educator Preparation Program (School of Education & Specialization Programs) Faculty

MAT Candidates: Please refer to the MAT Student Handbook for specific guidance regarding how these policies apply to your program.

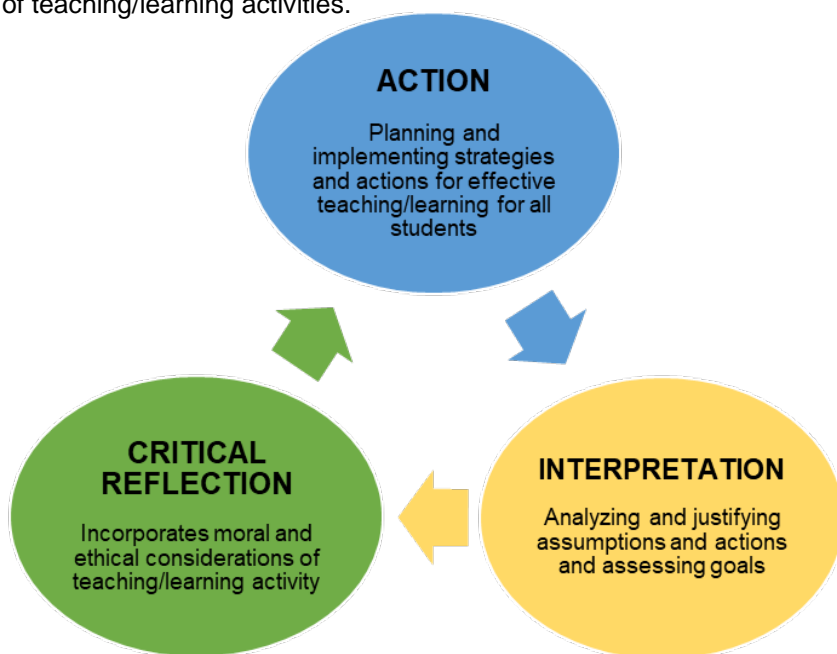
PHILOSOPHY AND THEME OF EDUCATOR PREPARATION AT SHEPHERD UNIVERSITY

TEACHER AS REFLECTIVE PROBLEM SOLVER (TARPS), the conceptual framework providing both the philosophical and practical compass for the Educator Preparation Program [EPP] at Shepherd University, embodies our belief that the complexity of teaching and learning precludes a formulaic approach.

Education should empower all students to make informed choices and to actively participate in the shaping of one's own life as well as the shaping of the social, cultural, political, and economic structures of a democratic society. Teachers facilitate this empowerment. Our purpose in providing practicum experiences throughout the EPP is to facilitate the development of teacher candidates who demonstrate the willingness and capacity for a pedagogy that truly empowers all students in today's diverse P-12 classrooms.

To be reflective, teacher candidates need to deeply understand and be able to articulate their own definitions of teaching as well as reflect on their own learning needs. In order to effectively respond to the range of concerns found in today's P-12 classroom, teachers need to be concurrently reflective across three fields of consideration: Action, Interpretation, and Critical Reflection.

The teacher examines their **Action** and is concerned with the effective application of pedagogical knowledge and strategies to achieve stated educational goals for every student. This action is subject to **Interpretation**. Here the teacher explicates and justifies the assumptions and predispositions that underlie their teaching/learning activity. During the process of **Critical Reflection**, the teacher assesses the adequacy of the educational goals toward which the educational experience leads and incorporates moral and ethical criteria in assessing the objective outcomes of teaching/learning activities.



In the interplay between coursework and practicum experiences, practicum experiences provide teacher candidates with opportunities to approach teaching by identifying problems, framing them in meaningful contexts, considering alternative solutions, choosing and implementing courses of action, and reflectively analyzing evidence collected to improve outcomes in the ongoing cycle of teaching and learning.

Programmatically, this is accomplished by the interplay between coursework and practicum experiences. Most of the courses in our Professional Education sequence are characterized by a cyclical pattern of attendance in campus-based course/experiences and performance in various field-based sites. This campus-practicum-campus-practicum pattern ensures that each episode of action is followed by a systematic opportunity to reflect on practical experience(s) and the theoretical frameworks that guide practical activities. Practicums are not only opportunities for application but also occasions for critical reflection on the connection between practice and theory/research.

THE ROLE OF THE PRACTICUM IN TARPS

During the freshman year, students take foundational Professional Studies courses that provide experiences to examine the roles and responsibilities of teachers (EDUC 150/MUSC 100); work with diverse learners in a tutoring-type setting (EDUC 200); and establish foundational knowledge critical to future pedagogy depending on their area of specialization (EDUC 333; EDUC 360; ARED 180; PHED 215).

During their sophomore year, teacher candidates embark upon a sequence of courses linked to practicums that focus on the Action-Reflection-Action Cycle. All teacher candidates take EDUC 320 Social and Psychological Conditions of Learning. The various programs then diverge to accommodate specific programmatic needs while maintaining the integrity of the Action-Reflection-Action Cycle. While engaged in these practicum-linked courses, candidates begin taking program-specific courses that focus on increasing specialty area knowledge as related to teaching, curriculum development, technology, as well as diversity and inclusion in the P-12 classroom.

The concluding practicum experience is a full-time student teaching experience. Depending on specialty area and potential added areas of endorsement, the final student teaching experience may take place in a single classroom or divided into two separate experiences. For candidates entering student teaching prior to July 1, 2021, student teaching will consist of a 14-week clinical experience (approximately 600 hours in the placement setting). For candidates entering after July 1, 2021, the student teaching experience may consist of a yearlong residency in which the first semester will include a minimum of 250 hours across a 14-week placement followed by a second semester that includes approximately 500 hours across a second 14-week placement. [For further clarification and current requirements, refer to [West Virginia Policy 5100 \(Section 6.8\)](#).]

CANDIDATE PRACTICUM PROFILE

At the completion of the practicum experiences, including the final Student Teaching / Residency experience, a teacher candidate should have had at least two distinct experiences coded E, M, or EM, with at least one of those coded E or M. [See the Practicum Manual for an explanation of the coding system and how schools are coded.] [Refer to [West Virginia Policy 5100 \(Section 5.25\)](#).]

RESTRICTIONS ON PRACTICUM PLACEMENTS

In order to avoid unnecessary problems, the teacher candidate should not request, nor be placed in, a school that the candidate has previously attended, a school in which the candidate has family members on staff or in attendance, or a school in which the candidate is currently employed. No candidate will be allowed to student teach in a district where a relative is employed by the school board or who is a member of the school board.

NOTE: All field-based coursework and placements prior to the final student teaching / residency placement will occur within the State of West Virginia.

Review the [Practicum Manual](#) for specific Policies, Procedures, and Expectations related to the practicums (available on the [Shepherd University School of Education website](#)).

CODE OF CONDUCT

Teacher Candidates are required to abide by both school system and university policies as to professional dress and ethical behavior while in the school. Candidates should refer to the dispositional characteristics presented throughout their professional studies courses and confer with their facilitating/cooperating teachers for guidance as needed. For further guidance, please refer to the [Code of Ethics for West Virginia Educators](#), the [Shepherd University Code of Academic Integrity](#), and the School of Education's [Conceptual Framework](#).

EDUCATOR PREPARATION PROGRAM [EPP] GPA POLICY

Requirements and Definitions

Students seeking certification in education through Shepherd University are required to obtain the following Grade Point Averages:

Educational Studies:	2.75 (includes Professional Studies and Specialty Studies courses)
Overall:	2.75

It is the policy of the EPP that these GPA requirements will not be waived. Extenuating circumstances will be considered by the appropriate school(s)/department(s) upon the receipt of a written request by a teacher candidate. In each case deemed to merit further consideration, the following regulations will apply:

1. Core Curriculum:
 - a. The Core Curriculum program allows for some flexibility in the selection of courses. A university student may be allowed to take additional courses, in the areas where flexibility occurs, to raise the GPA. In effect, the new course selected will substitute for the course previously taken in calculating GPA.
 - b. Courses will be selected jointly by the student and faculty advisors within the School of Education.
2. Specialty Studies
 - a. With the approval of the department involved, additional courses in the teaching field may be assigned to raise GPA.
 - b. Courses will be selected by the candidate's assigned Specialization Coordinator.
3. Professional Studies:
 - a. With the approval of the Director of the School of Education, additional courses in professional education may be assigned to raise a GPA.
 - b. Courses will be selected by the Director and/or faculty advisor within the School of Education.
4. Overall:
 - a. With the approval of the Director of the School of Education and the appropriate teaching field department(s), additional courses may be assigned to raise a candidate's GPA.
 - b. Courses will be selected jointly by the Director and/or faculty advisor within the School of Education and the appropriate teaching field Specialization Coordinator.

GPA Requirements and Definitions:

- Core Curriculum: Those credit hours required by Shepherd University for a degree (e.g., Tier I and Tier II).
- Specialty Studies: Typically, those content courses required for certification in different fields of study (e.g., Multi-Subjects K- 6, Social Studies 5-Adult, etc.)
- Professional Studies: Courses beginning with EDUC prefix required for certification in different fields of study.
- Educational Studies: The combination of Specialization and Professional Education courses required for certification in the various fields of study. [An overall 2.75 GPA is required in Educational Studies (combined Specialization + Professional studies).]
- Overall: All courses taken for credit toward graduation, including Educational Studies, General Studies, and Electives.

NOTE: Per current WVDE and accreditation guidelines, a candidate's cohort must achieve an overall minimum GPA of 3.0 upon completion. The EPP at SU determines the Cohort's Overall GPA based on the teacher candidate's final semester (EDUC 461 plus student teaching / residency).

Course Limitation Policies

(Effective via EPPC: 3/7/2018)

Pre-Service Teacher Candidates are granted two (2) attempts for successful completion of each Professional Studies course (EDUC-prefix) with a grade of C or better.

If the candidate fails to earn the requisite C or better by the end of the second attempt, the candidate is automatically removed from the Educator Preparation Program and/or is no longer eligible to apply for Juncture.

NOTE: An "attempt" constitutes any of the following:

- When a candidate enrolls in and attempts to complete any EDUC-prefix course but fails to earn the requisite C or better; and/or

- When a candidate is removed from a field-based experience in any mandatory EDUC-prefix course; and/or
- When a candidate withdraws from an EDUC-prefix course. (Candidates who withdraw and later request a policy waiver must provide documentation that, at the point of withdrawal, their grade was the requisite C or better.)

Secondary Programs / Specialty Course Requirements: (Effective via EPPC: 12/1/2010)

It is required that the candidate COMPLETE at least 50% of their specialty courses with a grade of C or better **prior to EDUC 370 OR** that they satisfy completion of at least 50% of their specialty courses **concurrently** during the semester the candidate is enrolled in EDUC 370.

EDUC 320 Course Restrictions

To meet the academic rigor associated with the EDUC course, teacher candidates must have a minimum overall GPA of 2.5 to qualify for EDUC 320.

Transfer students needing to take EDUC 150 who meet all other prerequisite requirements for EDUC 320 (e.g., completion of EDUC 200, ENGL 101, ENGL 102, COMM 202 with a C or better) with an overall GPA of 2.5 or higher may receive permission to take EDUC 150 and EDUC 320 concurrently with **prior approval** from the Director of the School of Education. (Approved via EPPC 4/3/2018)

NOTE: Application for Juncture 1 should occur approximately six (6) weeks into EDUC 320. Candidates who are not prepared to apply for Juncture 1 should not register for EDUC 320 until all application requirements have been met (see below).

SELECTION, RETENTION, COMPLETION, AND CERTIFICATION

Students entering Shepherd beginning the first semester of university work (entering freshmen)

(The eligibility criteria list below for each review Juncture are the minimums established by the EPP overall. ¹ Refer to the individual Specialization Handbook for any additional applicable criteria for your chosen program of study.)

Admission to Program: Juncture 1 Review

1. Candidate obtains Juncture 1 Application (Admission) Form from the [School of Education \[SOE\] website](#), completes the form, and returns it to the Certification Analyst (KN #114B).

To be eligible for admission to the Educator Preparation Program (EPP), the candidate must:

- a) have as an official academic advisor a faculty member in the SOE if seeking admission to the Elementary Education Program or, if seeking admission to a Secondary Specialization, the Specialization Coordinator of the Specialization field or their designate;
- b) if adding an additional teaching field, have as an official academic advisor a faculty member in the SOE if seeking admission to the ELED Program or, if seeking admission to a Secondary Specialization, the Specialization Coordinator of the Specialization field or their designate;
- c) have completed EDUC 150 Seminar in Education (or MUSC 100, if seeking a degree in Music Education), EDUC 200 Foundations of American Education, and EDUC 320 Social & Psychological Conditions of Learning with a grade of at least "C";
- d) have passed all sections of the Praxis: CORE** or provide official proof of exemption²;
- e) have earned an overall GPA of 2.75 on at least 24 degree credits taken at Shepherd;
- f) have completed ENGL 101, ENGL 102, and COMM 202 with a grade of at least "C";
- g) have no grade lower than a "C" in any Professional Studies or Specialty Studies courses;
- h) submit a signed statement attesting that they have not been convicted of a felony or crime related to moral character as established by West Virginia Code. [NOTE: Any candidate who has been convicted of a felony or crime related to moral character (i.e., sexual abuse, physical abuse, child abuse, etc.) will be denied admission to the EPP. Falsification of this information will result in immediate removal from the EPP. If at any point in the EPP a teacher candidate is convicted of such a crime, they will be immediately removed from the program.];
- i) have met specific requirements in any applicable Specialization/Endorsement Handbook for any area into which they are requesting admission.

¹The EPP does not discriminate against students with disabilities as long as those conditions do not interfere with either the acquisition or performance of the knowledge and skills necessary for teaching.

²The Core Academic Skills for Educators (CASE/CORE) may be waived as defined in WVBE Policy 5202, Section 10.2. To determine your eligibility for exemption:

- 1) Visit <https://wvde.us/certification/certification-info/>
- 2) Scroll down to "Licensure Testing Directory" and choose the most recent / currently effective directory (e.g., Effective July 2022).
- 3) Review "Allowable Exam Exemptions" effective as per current WVDE Policy 5202.
- 4) More information located on the Praxis website: <https://www.ets.org/praxis/site/test-takers.html>

2. Upon receipt from the Certification Analyst, the Specialization Coordinator/Advisor reviews the application form to certify eligibility for admission to the EPP.¹

Once eligibility requirements have been met, the Specialization Coordinator/Advisor:

- a) certifies eligibility requirements have been met;
 - b) reviews the candidates' advising file, including both qualitative and dispositional evaluations;
 - c) solicits information from other SU school(s)/department(s) and/or Educator Preparation Program Council [EPPC] review panel as needed;
 - d) informs the Coordinator of Educator Preparation Program/Accreditation & Compliance [CEPAC] of Juncture 1 decisions; and
 - e) documents Juncture 1 decision in the candidate's advising file.
3. The Coordinator of Educator Preparation Program/Accreditation & Compliance [CEPAC]:
 - a) informs EPPC of the Juncture 1 decisions of the Specialization Coordinators;
 - **NOTE:** EPPC has the authority to review any Juncture 1 decisions upon the request of two or more members within one week of the date of Juncture 1 notification.
 - b) informs the candidate of their Juncture 1 application status.
 4. If a candidate's admission earns "Provisional" status, it is the candidate's responsibility, if they decide to continue in their program, to successfully address the stipulations for their Provisional Status and resubmit application as necessary and within their stated timelines to continue.
 5. If a candidate's Juncture 1 application is denied, the candidate is assigned a "Non-Admit" status. If the candidate determines to appeal this determination, established appeal procedures must be followed (see below).

****Praxis Checkpoints (Implemented Fall 2022)****

- In preparation for Juncture 1 in EDUC 320, students must take one of the Praxis Core Academic Skills for Educators (CORE / CASE) [Reading / Writing / Mathematics] exams in each of the following courses: EDUC 150, EDUC 200, and EDUC 360 [or provide proof of already passing and/or official exemption from taking the exam(s)].
- As part of the fees associated with each of the abovementioned courses, one voucher will be provided to each student to offset the costs for the CORE/CASE exams.
- **NOTE:** Students choosing to take more than one test at a time, students who do not follow this schedule, students who fail and must re-take the exams, and/or students who mistakenly take the wrong exams will be required to pay for the tests out-of-pocket.

Admission to Student Teaching: Juncture 2 Review

1. To be eligible for review for admission to student teaching¹, the teacher candidate must:
 - a) have passed Juncture 1 Review;
 - b) have received/maintained Full Status in EPP;
 - c) achieved/maintained the required 2.75 GPA in both Educational Studies and Overall;
 - d) have no grade lower than a "C" in all Education Studies courses;
 - e) have met all requirements as specified by the Specialization in Catalog or Specialization Handbook;
 - f) continue free of conviction for felony or any charge involving moral character.
2. The Specialization Coordinator/Advisor:
 - a) reviews advising file including qualitative/dispositional evaluations;
 - b) certifies candidate's eligibility to enter into student teaching/residency;
 - c) solicits information from the SU School(s)/Department(s) for review of applicant for student teaching/residency;
 - d) informs the CEPAC of Juncture 2 decisions;
 - e) documents Juncture 2 decision in the candidate's advising file.
3. The CEPAC:
 - a) informs the EPPC of the Juncture 2 decisions of the Specialization Coordinators;
 - **NOTE:** EPPC has the authority to review any Juncture 2 decisions upon the request of two or more members within one week of date of notification.
 - b) informs the candidate of their Juncture 2 application status.

4. If admission to student teaching/residency is approved, the teacher candidate must attend the Pre-Student Teaching Meeting held approximately the 4th week of each semester prior to the Student Teaching Semester.
5. If a candidate's Juncture 2 application is denied, the candidate is removed from the Educator Preparation Program. If the candidate decides to appeal this determination, established appeal procedures must be followed (see below).

Certification: Juncture 3 Review

- 1) To be eligible for certification review¹, the candidate must:
 - a) have completed all coursework applied toward the degree including a minimum of 45 upper division credit hours;
 - b) maintained Full Status in EPP;
 - c) maintained a minimum 2.75 GPA in each of the following: Educational Studies and Overall;
 - d) earned no grade lower than a C in Educational Studies and Specialty Studies;
 - e) have met any additional Specialization requirements;
 - f) passed state mandated tests for West Virginia certification (e.g., edTPA and Praxis);
 - g) have submitted required forms and paid all fees for certification to the State of WV.
- 2) To be recommended for certification the CEPAC:
 - a) documents completion of review criteria;
 - b) attests the following: "To the best of my knowledge, the applicant is of good moral character and physically, mentally, and emotionally qualified to perform the duties of an educator; and is not the subject of any criminal conviction or currently pending charged felonies or misdemeanors which would show a lack of good moral character."

Transfer Students:

NOTE: Only policies and procedures that differ from those which apply to students entering Shepherd University as students beginning first semester of college work are included.

- 1) Transferred Credit will be evaluated for use in the EPP based on the premise that the integrity and coherence of the EPP must be maintained equitably for all teacher candidates.
 - a) Upon review of transferred Specialty courses, the Specialization Coordinator is authorized to require additional coursework/experiences or course substitutions if they judge the transferred courses deficient in addressing the content, theme, and/or goals and objectives of the Specialization and the EPP. It is the student's responsibility to provide sufficient information about transferred courses to permit informed judgment.
 - b) Upon review of transferred Professional Studies courses, the Director of the SOE, in consultation with the appropriate members(s) of SOE faculty, is authorized to require additional coursework/experiences if they determine any transferred course(s) deficient in addressing the EPP theme and/or goals and objectives. It is the candidate's responsibility to provide sufficient information about transferred courses to permit informed judgment.
- 2) To be eligible for Juncture 1 review¹, the transfer student must have completed a minimum of nine (9) hours specified by the Specialization Coordinator or their designate; and have a GPA of 2.75 on all hours completed at Shepherd University as well as an overall minimum 2.75 GPA.

NOTE: Per WVDE Policy 5202 / Code R. § 126-136-10.1.e.2.C: Failure to Apply for Licensure. A candidate who fails to apply for licensure within 12 months from the completion of an approved program for licensure is required to satisfy any current and additional test requirement(s) and program components in effect at the time of application and to comply with conditions outlined for the validity period.

SELECTION & RETENTION STATUS CATEGORIES

Full Status: In compliance with all requirements. (No restrictions apply).

Provisional Status:

- a. Juncture 1 Review: Candidate is currently "in progress" in course(s) required to meet eligibility requirements.
- b. Juncture 2 Review: Candidate is in Full Status and is currently "in progress" in course(s) required to meet eligibility requirements.

Restriction: Provisional Status resulting from "in progress" condition: If final grade is satisfactory, Full Status is automatically conferred.

Non-Admit Status: Candidate is eligible for Juncture 1 Review and has applied for review but has failed to pass Juncture 1 Review.

Restriction: The student may not enroll in further EPP courses until the “Non-Admit” status is removed.

Probationary Status: Candidate has been in Full Status but has not maintained GPA requirements in Education Studies and/or Overall.

Restrictions:

- a. Candidate must consult with their advisor to plan for removing deficiencies.
- b. At the completion of the probationary semester (the one following the semester during which an adequate GPA was not maintained,) the candidate must initiate an Advisor review of their status if the deficiency has been successfully addressed. Unless and/or until the Probationary Status is removed, the candidate may not enroll in additional EPP courses.

Removed Status: Candidate has been admitted but subsequently has failed to meet the following retention requirements:

- a. Minimum GPA requirement in Education Studies and/or Overall has not been met for two consecutive semesters.
- b. Candidate has been convicted of a felony and/or any crime related to moral character and/or has falsified the statement denying conviction.
- c. Candidate has met eligibility requirements for Juncture 3 but has not passed review.

Restriction: Candidate may not enroll in any Professional Studies courses.

CANDIDATE APPEAL POLICY AND PROCEDURES

(Revised via EPPC 5/1/2000)

- A. There are three review Junctures points as candidates progress through the EPP:
 1. Juncture 1 – Admission to the Teacher Education Program
 2. Juncture 2 – Admission to Student Teaching
 3. Juncture 3 – Certification
- B. Candidate Appeal: A candidate may appeal under the following conditions:
 1. A failed review at any Juncture.
 2. Removal from the Educator Preparation Program for any deficiencies as noted herein.
- C. Procedure for Appeal:
 1. The candidate must inform the CEPAC in writing of their Intent to Appeal within ten (10) academic days after formal notification of their Juncture status.
 2. The CEPAC will form an Appeal Panel consisting of four (4) EPPC members and one (1) non-EPPC member. The CEPAC will Chair the Appeal Panel, which will meet no more than fifteen (15) and no less than ten (10) academic days after receipt of the candidate's written Intent to Appeal. The candidate will be informed of the scheduled hearing within three (3) academic days.
 3. At least four (4) days prior to the scheduled hearing, the candidate must submit in writing to the Office of the School of Education (KN #108) the basis for their appeal. The Administrative Assistant for the SOE will then duplicate and send to all members of the Appeal Panel this written appeal and all other relevant documentation for review.
 4. The candidate must be present at the appeal hearing to present and support their appeal and respond to questions from the Appeal Panel members.
 5. The candidate will leave the hearing after presenting their appeal and responding to the panel's questions.
 6. The CEPAC will inform the candidate in writing of the decision of the Appeal Panel.
 7. If the candidate wishes to further appeal the Panel's decision, procedures specified in the [University Student Handbook](#) must be followed.
- D. EPPC Review of Student Teacher Re-Applications *(Added 4/5/2000)*

The EPPC Candidate Committee will review Student Teacher re-applications and supporting documentation and bring a motion before the EPPC. If the student's advisor or supervisor is a member of the Candidate Committee, that person (or persons) will be replaced by another EPPC member at large. If the Candidate Committee is comprised of an even number of members, an additional EPPC member will be selected at large.

CRIMINAL BACKGROUND CHECKS AND CERTIFICATION DISCLAIMER

(Approved via EPPC 4/18/2018)

To student teach, a criminal [background check is required by the State of West Virginia](#) for both in- and out-of-state placements. Shepherd University has no control over the issuance of teaching permits. Teacher candidates with a record of any criminal activity need to be aware that regardless of academic performance, it is possible that the State will deny the issuance of a permit. Denial will prevent the candidate from completing a degree in education until such time that an appeal results in overturning the initial denial and a permit is subsequently issued. (All inquiries regarding appeals should be directed to the [WV Department of Education](#).) Additionally, candidates need to be aware that following graduation, a criminal background check will be repeated and even if an appeal results in the issuance of a permit, there is no guarantee of approval for certification. It is not possible to predict these outcomes and it is not possible to get binding commitments in advance. Candidates should evaluate independently whether or not to commit time, financial, and other resources prior to pursuing the program knowing of these contingencies.

CURRICULAR POLICIES

- A. Shepherd University faculty are responsible for the Core Curriculum. The Educator Preparation Program [EPP] and CEPAC communicate the curricular and pedagogical needs of EPP to the Faculty through the Curriculum and Instruction Committee and the Faculty Senate.
- B. The Shepherd University catalog states:

“A student will have a seven-year period to complete requirements under the catalog in effect at the time of entrance. Students may elect to graduate under a later catalog than the one under which they entered; however, students are not permitted to split catalogs.”

 - 1. If more than seven (7) years has elapsed between completion of any Education Studies (Professional and Specialty Studies) course(s) and the completion of the Educator Preparation Program, a candidate must have the ‘expired’ course(s) assessed by the appropriate University faculty and/or School/Department Chair to determine whether the course satisfies current knowledge standards. If the course is determined not to meet current knowledge standards, the candidate must retake the current course of the same name or take an equivalent course.
 - 2. State mandated changes, if they occur, override requirements in both the University Catalog and Specialization Handbooks on an implementation schedule determined by the State.
- C. Once a student has been admitted to Shepherd University, any transfer coursework approved by the Registrar, which the student wishes to be applied to meeting Educational Studies requirements, must be approved. In the case of Specialty courses, the approval must come from the Specialization Coordinator or their designee. In the case of Professional Studies, the approval must come from the Director of the School of Education or their designee. It is the individual candidate’s responsibility to provide sufficient information regarding the course(s) under consideration to permit an informed judgment based on the content and thematic requirements of the Educator Preparation Program.
- D. All students seeking Elementary or Secondary certification must have a minimum of 45 credit hours above the sophomore (200) level.
- E. The last six hours of coursework toward a degree from Shepherd University must be completed at Shepherd University.
- F. Advisors will not permit advisees to enroll in courses for which prerequisites are not met without prior approval. It is the candidate’s responsibility to establish a documented case justifying a request for any exception.
- G. Each Specialization area determines the courses that must be satisfactorily completed prior to student teaching.
- H. All required Professional Studies courses, with the exception of Student Teaching/Residency and its associated seminar, must be completed prior to the final student teaching/residency experience.
- I. For candidates who fail Student Teaching/Residency, the grades earned in Student Teaching/Residency and the associated seminar will be used in calculating the GPA in Education Studies necessary to enroll in Student Teaching/Residency each successive time.
- J. Specialization Coordinators will work with the Field Placement Coordinator to facilitate field experience and student teaching/residency placements.
- K. Candidates, in consultation with the Specialization Coordinator, may identify any specific field placement requests with the Field Placement Coordinator. However, final decisions for placements rest solely with the Field Placement Coordinator in conjunction with Shepherd University’s EPP P-12 school/district partner(s). Refer to the [Practicum Manual](#) for more information.

REQUESTS FOR POLICY & PROCEDURE WAIVER

A. Waiver requests specific to the teaching specialization:

1. The candidate must present a written petition to the appropriate Specialization Coordinator. The petition must explain the nature of and reasons for the petition.
2. In conjunction with the relevant school/department, the Specialization Coordinator will make a decision on the petition and inform the candidate in writing of that decision.
3. If the candidate wishes to appeal the action taken on the petition, a written appeal specifying the nature of and the reasons for the appeal must be submitted to the CEPAC within ten (10) academic days of having been informed of the petition action. The following process will then ensue:
 - a. The CEPAC will alert the EPPC to sit as an Appeal Panel. This panel will be held no more than fifteen (15) and no less than ten (10) academic days after receipt of the candidate's written Intent to Appeal. The candidate will be immediately informed of the scheduled hearing.
 - b. At least four (4) days prior to the scheduled hearing, the candidate must submit in written form to the office of the School of Education (KN #108) the basis for the appeal. The Administrative Assistant for the SOE will then duplicate and send to the EPPC members this and all other relevant documentation for review.
 - c. A quorum of the EPPC is constituted by those present but must include the CEPAC and three (3) or more members. All members present at the hearing have a vote except the CEPAC, who votes only in the event of a tie. A simple majority of those present and voting by secret ballot determines the outcome of a hearing.
 - d. The candidate must be present at the appeal to present and support their appeal and respond to questions from the EPPC membership.
 - e. The candidate will leave the meeting after presenting their appeal and responding to any questions.
 - f. The CEPAC will inform the candidate in writing of the decision of the EPPC.
 - g. If the candidate wishes to appeal the EPPC decision, procedures specified in the [University Student Handbook](#) must be followed.

B. Waiver requests pertaining to Professional Studies or General Studies

1. The candidate must present a written petition to the Director of the School of Education. The petition must explain the nature of and reasons for the petition.
2. In conjunction with the School of Education faculty, the Director will decide on the petition and inform the candidate in writing of that decision.
3. If the candidate wishes to appeal the action taken on their petition, a written appeal specifying the nature of and reasons for the appeal must be submitted to the CEPAC within one week of having been informed of the petition action. The following process will then ensue:
 - a. The CEPAC will alert the EPPC to sit as an Appeal Panel. This panel will be held no more than fifteen (15) and no less than ten (10) academic days after receipt of the candidate's written Intent to Appeal. The candidate will be immediately informed of the scheduled hearing.
 - b. At least four (4) days prior to the scheduled hearing, the candidate must submit in written form to the office of the School of Education (KN #108) the basis for the appeal. The Administrative Assistant for the SOE will then duplicate and send to the EPPC members this and all other relevant documentation for review.
 - c. A quorum of the EPPC is constituted by those present but must include the CEPAC and three (3) or more members. All members present at the hearing have a vote except the CEPAC, who votes only in the event of a tie. A simple majority of those present and voting by secret ballot determines the outcome of a hearing.
 - d. The candidate must be present at the appeal to present and support their appeal and respond to questions from the EPPC membership.
 - e. The candidate will leave the meeting after presenting their appeal and responding to any questions.
 - f. The CEPAC will inform the candidate in writing of the decision of the EPPC.
 - g. If the candidate wishes to appeal the EPPC decision, procedures specified in the [University Student Handbook](#) must be followed.

WVBE-Approved Multiple-Measures Flexibility Waiver for Praxis

Effective Spring 2023

The **flexibility** allowed by this temporary “waiver” allows Student Teachers/Resident Teacher Candidates who have not successfully passed the content Praxis twice **AND** who have a B or better average in their content area to complete the clinical placement under focused supervision of institutional officials and an assigned supervising/cooperating teacher.

Any candidate who meets all requirements of the “waiver” may apply for a permit and enter their clinical experience as soon as appropriately credentialed.

Clinical Experience

To be eligible for the multiple-measures flexibility, the following requirements must be met to enter the clinical [student teaching/residency] experience:

- Candidate must have attempted the Praxis II content exam a minimum of two times without meeting the required cut score*; **AND**
- Candidate must have a B or better average in the content area in which they are seeking licensure and completing clinical experience; **AND**
- Candidate must receive the Recommendation of the Educator Preparation Program (EPP) assuring that the teacher candidate meets proficiency requirements to enter the clinical experience, **AND**
- Candidate must have an EPP's Focused Supervision Plan [see below], which must be submitted with the application (template to be provided by the certification office); **AND**
- Candidate must apply for and obtain a Restricted Clinical Permit, FORM 24C.

***Elementary Education Praxis II Series** - To meet the requirements for this flexibility, the candidate must have a minimum of two unsuccessful attempts for any section where the required cut score is not met.

****Clinical Teacher of Record [CTR]**: This waiver does NOT pertain to Clinical Teacher of Record. CTR is outlined in WV State Code 18A.3.1 and the WVDE is not permitted to apply waivers or exemptions to state code. CTRs must meet all requirements prior to applying for and obtaining a CTR Permit.

To determine whether you are eligible for and/or apply for this waiver, please contact the Certification Analyst within the School of Education.

As part of FORM 24C, Candidates must acknowledge the following:

“I acknowledge that I will be completing the clinical experience under focused supervision. I understand that if I do not provide the required passing scores for all content exams once the experience is completed, I will only be eligible to obtain a one-year, non-renewable temporary certificate once I receive employment or an offer of employment in a WV public school and that I will need to either provide the required passing scores for all content exams or successfully complete the edTPA at a WVDE-stipulated score and receive satisfactory evaluations in order to be eligible for an initial professional certificate.”

Focused Supervision Plan (FSP)

The Focused Support Plan (FSP) is the additional supervision and support candidates who qualify and apply for the waiver will receive from the EPP to assist them to not only be successful on the Praxis II but also in the classroom.

The Educator Preparation Program [EPP] at Shepherd University will ensure the candidate is utilizing the Study.com resource made available by the WVDE for those candidates who qualify for the waiver and will request access as needed from the [Office of Educator Development and Support](#) by contacting Dr. Jeff Hunter jeffrey.hunter@k12.wv.us. Additional support will include the resources provided by the [WVDE Praxis Support Program](#); candidates will be directed to contact Donna Landin at dlandin@k12.wv.us for specific guidance as

needed. **Other supports as necessary for each individual candidate will be determined by the Coordinator of EPP, Accreditation & Compliance at Shepherd University working in conjunction with SOE and EPP Faculty as well as local school district and P-12 partners.**

Once the waiver candidate passes their Praxis II, they are removed from the FSP and may continue with their placement as a traditional resident or student teacher. This support is offered by the EPP only during the clinical experience or until successful completion of the Praxis II (whichever comes first). Once hired, the support will come from the county of hire / Local Education Agency (LEA).

Initial Licensure

If the teacher candidate does not meet the cut scores for the content Praxis after program completion and at the time of application and employment, a one-year Temporary Teaching Certificate (FORM 24T) may be issued. They must have successfully completed the clinical experience and have an overall cumulative 3.0 GPA reflected on their transcript with a degree awarded.

During that one year, the individual must:

- **(1) EITHER** successfully meet the required cut scores for the Praxis II content exam **OR** successfully complete the performance-based and subject-specific edTPA*** (at the WVDE-specified score),
- **(2)** obtain satisfactory evaluations, and
- **(3)** obtain the recommendation of the superintendent of the county where the applicant is employed to convert it to an initial professional certificate.

**** If a candidate has successfully completed the edTPA and has not successfully completed the Praxis II content exam, they must be employed a full year with satisfactory evaluations and the recommendation of the county superintendent to convert the temporary licensure to an initial licensure. There is no need to retake the edTPA; however, the candidate must meet the WVDE-specified score set for this waiver option. Further, the edTPA is the only teacher performance assessment that will meet the requirement for this part of the waiver because the edTPA is the only performance assessment that is subject-/content-specific.*

Shepherd University Contacts:

- **Certification Analyst**
 - To Determine Eligibility / Apply for Flexibility Waiver
 - For Form 24C
 - To Submit Documents to WVDE and County Administrators
- **Coordinator of Educator Preparation Program, Accreditation & Compliance (CEPAC)**
 - For Recommendation for Waiver Flexibility
 - To Setup Focused Support Plan (FSP) / Monitor Progress on FSP with County Officials
 - To Gain Access to Study.com and Other Resources/Materials (as needed)